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ABSTRACT

School-to-careers (STC) is a comprehensive approach to educational reform that provides students with the knowledge and skills necessary to make a successful transition from school to work. Systems that combine academic study and work experience are developing in every state in response to the federal School-to-Work Opportunities Act of 1994. The Nevada Legislature has laid the foundation for the state's STC system through enactment of Assembly Bill 303. The 13 western states have used different approaches: career academies, cooperative education, skills guarantee initiatives, tech prep programs, and youth apprenticeships. Nevada is one of the few states in which STC system development and implementation involves the legislature, executive branch agencies, local education agencies, colleges and universities, and the business community. The state agencies responsible for oversight have obtained a multiyear, multimillion dollar federal grant to expand existing programs and services. The governor has requested continued state funding for increasing student school-to-work opportunities. The system's operational side consists of four regional partnerships, each composed of several local partnerships that engage in multiple approaches to help students with skills development and career selection. Nevada's STC accountability system uses the State of Nevada Performance Agreement Matrix. (Appendixes include the STC statutes, matrix form, and STC report of partnership activities.) (YLB)

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SCHOOL-TO-CAREERS

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SCHOOL-TO-CAREERS

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SCHOOL-TO-CAREERS

INTRODUCTION

As America approaches the next millennium, the nation's education system faces an increasing challenge to produce graduates who possess both the skills and the knowledge necessary to succeed not just in the workplace, but also in a rapidly changing society. Over the last two decades, several national studies have defined the education and employment-related problems faced by the country's youth, including the following:

- Some 20 percent of the nation's students drop out of school before earning a high school diploma;
- Over 50 percent of all pupils leave school lacking the knowledge or skills needed to find and keep a good job;
- By the year 2000, the number of jobs in low-skill occupations will constitute only 27 percent of all positions, while the number of positions in occupations requiring high skill levels will reach 41 percent;
- Similarly, by the year 2000 the average years of education required for employment will rise to 13.5;[1]
- The United States General Accounting Office reports that 30 percent of youth 16 to 24 years of age lack the skills needed for entry level employment; and that 50 percent of adults in their late twenties have not found a steady job; and
- The federal *Goals 2000* report states that fewer than one in ten large American firms hire new high school graduates.

During the 1980s and 1990s, the federal government instituted several programs to address the serious problem of unskilled or under-skilled youth entering the labor market including those implemented under the Job Training Partnership Act and the Carl Perkins Vocational and Applied Technologies Act.[2] Beginning in the late 1980s, several states followed suite by implementing a variety of approaches to bridge the gap between school and work.[3]

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[1]Kirkpatrick, Kathy, *Education for Life: Linking School to Employment*, Denver, CO: Education Commission of the States, April 1992, p. 2.

[2]*Connecting Learning and Work: A Call to Action*, Denver, CO: Education Commission of the States, June 1996, pp. 6-7.

[3]Kirkpatrick, Kathy, *Education for Life: Linking School to Employment*, Denver, CO: Education Commission of the States, April 1992, pp. 4-11.

None of these efforts, by themselves, have been totally successful. In fact, educators and policymakers are constantly reminded by parents and employers, that students in large numbers are leaving school and entering the workplace ill prepared for the jobs that await them. The gulf between educational preparation and employment demands continues to widen. The United States Congress and numerous state legislatures, including Nevada's, have recognized the seriousness of this situation and taken steps to address it. The combined efforts of federal and state policymakers and educators have resulted in the move toward comprehensive school-to-careers systems in every state.

BACKGROUND

According to data from the Education Commission of the States (ECS), every state is currently involved in school-to-careers activities in some way.[4] In addition, a recent study by the Council of State Governments-WEST found that all western states have begun school-to-careers programs.[5]

For example, Alaska, Illinois, North Carolina, and Texas are placing the administrative responsibility for economic development and work force training programs into a single agency called a human resource investment council. Comprehensive school-to-careers legislation exists in Indiana, Nevada, Oregon, Washington, and Wisconsin. In other states, governors have appointed task forces or committees to administer school-to-careers programs. Despite the different structures, these approaches all include the involvement of business and community leaders in the program's governance. In addition, under all models teachers, union representatives, parents, and students are actively involved in decisionmaking roles.

Defining School-to-Careers

As defined by ECS, school-to-careers is a set of policy initiatives which combine education reform, work force preparation, and economic development. The major goal of this movement is to prepare individuals for lifelong learning, career success, and citizenship responsibilities. Unlike past occupational education approaches, school-to-careers focuses on individuals headed for higher education immediately after high school, as well as those entering the work force.

While this approach recognizes the importance of workplace skills and training acquired through employment, it also recognizes the increasing need for postsecondary education in many occupations both now and in the future. Therefore, a school-to-careers system attempts to prepare all students for some type of postsecondary education during their lifetimes.

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[4] *Connecting Learning and Work: A Call to Action*, Denver, CO: Education Commission of the States, June 1996, p. 13.

[5] Cooper, Mary Lou, and Toby Slayman, *School-to-Work in the West: A Survey of the States*, San Francisco: Council of State Governments-WEST, February 1997, p. 1.

Characteristics of School-to-Careers Systems

Although state programs operate under different names—school-to-work, skills for the future, or school-to-careers—all such programs have the following characteristics:[6]

- Raising academic standards for all students;
- Documenting student achievement through performance assessments;
- Providing career exploration activities for students in the workplace;
- Coordinating state services for work force preparation;
- Building joint programs among K-12 education, and colleges and universities; and
- Creating partnerships among educators, employers, parents, and the community.

A state's school-to-careers system is typically structured to coordinate existing efforts in education reform and work force training through the creation of "local partnerships" among schools, community organizations, state government, employers, colleges, and universities.

The following table describes some of the programs and services offered through school-to-careers systems.

School-To-Careers Programs and Services	
Program/Service	**Description**
Career Academies	School-within-a-school programs featuring curricula and activities built around a particular industry cluster such as health care or graphic arts.
Career Exploration	Counselors and teachers help students assess their skills and areas of interest, understand occupations and careers, and explore the education and training requirements, job tasks and duties, and the local and national labor market characteristics related to the careers in which they are interested.
Compacts	Agreements involving an area's schools, businesses, institutions of higher education, labor unions, and other entities in which schools promise improved academic achievement and work preparation in exchange for job or postsecondary education guarantees for students who perform well.

[6] *Connecting Learning and Work: A Call to Action,* Denver, CO: Education Commission of the States, June 1996, p. 8.

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School-To-Careers Programs and Services	
Program/Service	**Description**
Cooperative Education	A program administered by a school coordinator that provides students with part-time jobs during the school year in their chosen vocational field.
Credentialing System	A system that enables students to show employers or postsecondary institutions that they have achieved certain skills, competencies, or levels of knowledge. It is based on industry standards and tied to measurable, performance-based outcomes.
Job Search and Interviewing	Real and simulated job interviews, resumé writing assignments, job search exercises, and presentation skill instruction that prepare students to enter the job market.
Linking Teachers	Arrangements in which academic and vocational teachers team teach courses or work together to deliver project-based instruction.
Naturally Occurring Jobs	Paid work experience that students find on their own to learn skills.
School-Based Enterprises	Student-run businesses such as child care centers and stores that enable students to learn occupational and business management skills while offering goods and services to the community.
Service Learning	Programs in which students learn skills through community service such as tutoring, working with the elderly, or volunteering at hospitals. Structured classroom activities accompany the service work.
Tech Prep	The last two years of high school are linked with the first two years of college or technical school in specific occupational areas.
Vocational Education	Educational programs in high schools, vocational and technical schools, or regional vocational technical centers that prepare students for various clerical, technical, and other career opportunities through work experience in classrooms, shops, labs, and at employer facilities.
Youth Apprenticeships	Employers provide paid work experience and structured work site learning while schools integrate academic and vocational learning into the student's course of study. Programs usually last two years and are based on the European training systems that coordinate work-based and school-based learning.

Source: Ryan, Ray D. and Susan Imel, "School-to-Work Transition: Genuine Reform or Latest Fad," *The Eric Review*, Volume 4, Issue 2, Spring 1996.

LEGISLATIVE BACKGROUND

The federal government, through congressional initiative, created a national school-to-careers program in 1994. Administered jointly by the United States Departments of Education and Labor through the newly created National School-To-Careers Office, this program consists of three distinct grants and a federal evaluation component.[7]

Similarly, the Nevada Legislature established a state school-to-careers program in 1995 through passage of Assembly Bill 303 (Chapter 570, *Statutes of Nevada 1995* [*Nevada Revised Statutes* (NRS) 388.368]). The goal of the state's program, administered by the State Board of Education, is to provide students with the skills needed to make the transition from school to work.

Several states have also created statewide school-to-careers systems through state legislation that combines broad educational reforms with initiatives to bridge the gap between school and work.

The Federal School-to-Careers Law

The U.S. Congress created a national framework for the establishment of school-to-careers systems in all states through passage of the School-to-Work Opportunities Act of 1994. This federal legislation served as the catalyst for development of school-to-work programs in many states.

Purpose of the Federal Legislation

The goal of this federal legislation is to create statewide school-to-careers systems that:

- Offer all students the opportunity to access performance-based education and training;
- Are part of comprehensive education reform;
- Are integrated with similar systems developed through the Goals 2000: Educate America Act and the National Skills Standards Act of 1994;
- Enable students to earn portable credentials;
- Prepare individuals for first jobs in high-skill, high-wage careers; and
- Increase opportunities for further education.

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[7]School-to-Work Opportunities Act of 1994, *Public Law* 103-239 (108 Stat 568).

Congress's intent, as stated in the statute, is for the Secretaries of Labor and Education to administer the program in a flexible manner which allows state and local discretion in creating and implementing school-to-careers systems. The federal agencies are to support locally established initiatives, require measurable goals for performance, and offer states the flexibility needed to meet established goals. To accomplish these goals, Congress encourages states to undertake the following activities among others:

- Use workplaces as learning centers in the educational process by creating partnerships between businesses and educational institutions;

- Use federal funds as "venture capital" for initial planning activities and to establish statewide systems maintained by other federal, state, and local resources;

- Promote the establishment of local partnerships consisting of elementary and secondary schools, colleges and universities, public employers, community-based organizations, and businesses to oversee school-to-careers programs; and

- Expose students to a broad array of career opportunities by building a range of school-to-work activities such as tech-prep education, youth apprenticeships, school-sponsored enterprises, and business-education compacts which will improve student knowledge and skills by combining academic (school-based) and occupational (work-based) learning.

Federal Program Structure

The federal program is a joint effort between the United States Departments of Education and Labor. The Secretaries of Education and Labor are charged by law with developing and implementing a nationwide program to assist states in their efforts to help students make the transition form school to work. Oversight of state activities undertaken with federal money is delegated to the National School-to-Work Office of the United States Department of Education.

The federal school-to-careers program is comprised of three separate grants—state development grants (used for planning and establishing systems); state implementation grants (used by state education departments to administer the federal funds and to provide subgrants to local school-to-careers partnerships); and direct grants to local partnerships. In addition, the federal statutes require the administering federal agencies to establish a system of performance measures for state and local programs and to evaluate such programs by September 1998.

Distribution of Federal Funding

According to the National Governor's Association, all 50 states, Puerto Rico, and the District of Columbia have received development grants to create plans for their statewide systems. In addition, as of December 1996, 37 states had received implementation grants to begin operating these systems.[8]

Allowable Uses of Federal Funds

The School-To-Work Opportunities Act specifies the allowable uses of federal money granted to states for implementation of school-to-careers systems. Title II, Subtitle B, Section 215, sets the guidelines for allowable uses of implementation funding as follows:

A. Local partnerships can spend grant funds for the following activities only:

- Recruiting and providing assistance to employers participating in school-to-work activities, and establishing consortia of employers to help students access jobs;
- Designing school curriculum consistent with integrating school-based and work-based learning, training staff on new curricula, providing planning time and staff development for teachers, counselors, school-site mentors, and related services personnel;
- Establishing a graduation assistance program for at-risk and low-achieving pupils, or students with disabilities. Such a program helps these students enroll in postsecondary education or find jobs;
- Providing career exploration and awareness services, counseling and mentoring services, and college awareness and preparation services;
- Conducting local labor market analysis, and identifying local employers' skill needs;
- Creating programs for school dropouts in coordination with organizations that have had past success in working with this population;
- Establishing or expanding school-to-apprenticeship programs; and
- Promoting the formation of partnerships between elementary/secondary schools and local businesses.

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[8]Pepin, Joshua, "State School-to-Work System Development-1996," *StateLine*, Washington, D.C.: National Governors' Association, December 4; 1996, pp. 1 and 2.

B. Local partnerships can use no more than 10 percent of the funds received through a subgrant for administrative costs in a fiscal year.

C. The state must provide a minimum grant amount to the local partnerships as subgrants in each fiscal year. These amounts are 70 percent for the first year, 80 percent for the second year, and 90 percent in the third and succeeding years.

Nevada's School-to-Careers Statutes

The 1995 Nevada Legislature enacted A.B. 303 (NRS 388.368) establishing the state's program to provide pupils with the skills to make the transition from school to work. In addition, the Legislature amended NRS 388.367, which provides a fund for the improvement of occupational education, to require that the money in this fund be used for the School-to-Careers program created by NRS 388.368. State funding in the amount of $4 million was included in A.B. 303 for the 1995-1997 biennium to support school-to-careers activities.

Assembly Bill 69 (Chapter 255, *Statutes of Nevada*), also enacted in 1995, provides a partial exemption from the business tax for firms that employ students participating in a school district sponsored program combining academic study and work-based learning.

Nevada's school-to-careers statutes are contained in Appendix A.

School-to-Careers Legislation in Other States

In addition to Nevada, four states have created statewide school-to-careers systems through legislation. Unlike Nevada, these states began the process of creating statewide systems prior to the enactment of federal legislation.

Indiana

In 1992, the Indiana Legislature passed Senate Bill No. 419 addressing school-to-careers activities in secondary and postsecondary institutions. This legislation established technical and career education programs, provided for a gateway assessment system to help students decide on either a tech prep curriculum or a college prep course of study, and authorized an optional guarantee of essential skills allowing students to earn certificates of achievement by demonstrating mastery of certain skills or subjects.

Oregon

In Oregon, five separate laws were enacted resulting in a comprehensive program. Among these statutes is the Education Act for the Twenty-First Century (*Oregon Revised Statutes* 329.005-329.753) which established a comprehensive plan for restructuring the Oregon education system from kindergarten to community college and included school-to-career links. Under this statute, all students must have the opportunity for academic studies and preparation for

future education and employment. The Workforce Development Act (Chapter 667, 1991 *Oregon Laws*) created a 21-member Workforce Quality Council comprised of representatives from business, labor, government, education, the legislature, and the public to oversee a comprehensive work force strategy. Additional legislation established pilot programs for school-to-work sites and community-based skills center along with a pilot youth apprenticeship program.

Washington

Two separate pieces of legislation passed by the Washington Legislature combined to create a statewide school-to-careers system. House Bill 1820 established the School to Work Transition Program. This legislation authorized school-to-careers projects throughout the state and provided incentive grants for high schools that incorporated work-based learning initiatives into their curriculums. The Education Reform Act of 1993 (House Bill 1209) sets four broad goals for Washington students, including one related to school-to-careers activities.

Wisconsin

Wisconsin's school-to-work initiative was established in 1991 through passage of Senate Bill 91. Program components include: a tenth grade performance based competency test; technical preparation; youth apprenticeships; and postsecondary enrollment options.

SCHOOL-TO-CAREERS SYSTEMS IN WESTERN STATES

While Nevada, Oregon, and Washington enacted legislation to create school-to-work systems, other western states employed different means to achieve the same goal, including the following:[9]

- Communities, industry, and local schools were the impetus in Utah;
- Employers started the movement in Alaska; and
- The federal School-to-Work Opportunities Act of 1994 was the driving force behind systems development in Arizona, California, Colorado, Hawaii, Idaho, New Mexico, and Wyoming.

Appendix B contains a table showing the origin of school-to-work programs in western states.

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[9]Cooper, Mary Lou, and Toby Slayman, *School-to-Work in the West: A Survey of the States*, San Francisco: Council of State Governments-WEST, February 1997, pp. 7 and 17.

Program Activities in Western States

A recent survey conducted by the Council of State Governments-WEST found a range of school-to-careers activities operating in all 13 western states including: career academies; cooperative education; skills guarantee initiatives; tech prep programs; and youth apprenticeships.

Appendix B contains information about state activities in these areas.

NEVADA'S SCHOOL-TO-CAREERS PROGRAM

In addition to the funding provided by the 1995 Legislature, Nevada received a federal school-to-work development grant in 1995. This federal grant money, in combination with some of the A.B. 303 funding, was used to plan for a statewide school-to-careers system. Several state agencies provided resources and personnel to launch the school-to-careers initiative, primarily the Commission on Economic Development (CED); the State Department of Education (DOE); the Department of Employment, Training, and Rehabilitation (DETR); and the University and Community College System of Nevada (UCCSN). Local and regional partnerships have been formed in all parts of the state and are currently engaged in a variety of school-to-careers activities.

Program Funding

On November 21, 1996, Nevada received a second grant from the U.S. Departments of Education and Labor to implement a statewide school-to-careers system. Nevada's first year implementation grant award totaled $1.9 million. In all, Nevada will receive just over $11 million for the five-year grant period. In addition, the State Department of Education is requesting $4 million from the Governor and the Legislature to continue the state program through the next biennium.

System Governance and Structure

The Nevada School-to-Careers system comprises two levels, state administration and regional and local operating units. Overall administrative responsibility for the statewide program rests with the State Board of Education (board) with assistance from several state education and work force development agencies. Federal and State statutes require the creation of local partnerships to carry out school-to-careers activities.

State Administration

Formal authority to develop and implement Nevada's School-to-Work program rests with the board. However, statutes also allow other state agencies to assist the board in carrying out this mission; specifically, the CED, DETR, the state's Welfare Division, the Department of Information Services, the State Industrial Insurance System, the Division of State Library and

Archives, and the UCCSN. The State Department of Education is the fiscal agent for the five-year federal school-to-work implementation grant.

Initially, a subcommittee of the Nevada Workforce Agencies Committee (NWAC) was formed to help state agencies plan for and develop a school-to-careers system. Since then, the NWAC has been reconstituted into the Governor's Workforce Development Board (GWDB). The GWDB created a School-to-Careers Council (STC) to oversee school-to-work activities at the state level as required by the terms of the federal implementation grant award.

In January 1997, the STC membership was finalized. The STC has 21 members, a majority of whom are from the private sector representing the state's major industries—construction, gaming/tourism, manufacturing, mining, and services—along with organized labor. All four regional partnership chairs are members. In addition, local school districts are represented by two members—one from an urban area and one from rural Nevada. The four major state agencies involved with school-to-work (CED, DOE, DETR, and UCCSN) are also represented along with a member of the Governor's staff.

The STC will be involved in preparing requests for proposals for subgrants to local partnerships for the federal implementation grant. It will also evaluate grant applications and help determine which projects to fund.

Regional and Local Partnerships

The operational side of Nevada's school-to-careers system consists of four regional partnerships each of which is similarly composed of several local partnerships. The four regions and their component local partnerships are:

- *Western Regional Partnership*. The local partnerships are Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, and Storey Counties. Also part of the regional partnership, Western Nevada Community College serves as the regional resource for the seven county units.

- *Northeastern School-to-Work Partnership*. The local partnerships are Elko, Eureka, Humboldt, Lander, and White Pine Counties. Also a regional member, Great Basin College has hired a School-to-Work Coordinator to provide services to these five counties.

- *Southern Region School-to-Work Oversight Committee*. The local partnerships are Clark, Esmeralda, Lincoln, and Nye Counties. The Community College of Southern Nevada, in addition to being a member, provides numerous career services to the local partnerships.

- *K-16 Council's School-to-Careers Partnership*. This partnership consists of Washoe County School District and Truckee Meadows Community College.

Each regional partnership oversees school-to-work activities in its respective geographic area. The governing body of each partnership is chaired by a private-sector representative. Regional partnerships also collect information on the activities and progress of constituent local partnerships and report their findings to the State Department of Education.

Accountability System

In Nevada's "School-to-Careers Federal Implementation Application," the participating state agencies specified the organization and operation of the state's school-to-careers system in accordance with federal guidelines. They also stipulated that a proper accounting system would be established in accordance with generally accepted accounting standards.[10]

To assure the National School-To-Work Office that this federal grant money is in fact being spent for these purposes, and that the state is using federal funds only for allowable activities, the governance body for the state's system must complete a form designated by the office. This form is called the State of Nevada Performance Agreement Matrix (Appendix C). This matrix provides a detailed accounting for:

- Program objectives;
- Strategies for addressing these objectives;
- Specific measures for each objective;
- The entity responsible for accomplishing the objective; and
- The time frame for completing each objective.

These criteria are addressed for each of three key management issues—governance/accountability, system structure, and affected stakeholders. The state school-to-careers director and governing body must submit this matrix to the administering federal agencies as directed by the National School-to-Work Office. An executive team from Nevada is required to attend meetings twice each fiscal year in part to discuss state accountability issues with representatives of the U.S. Departments of Education and Labor.

Recent School-to-Careers Activities

Under Nevada's school-to-careers statutes, each local partnership must conduct an annual evaluation of its activities and report the results to the State Board of Education. The "School-To-Careers Report: January 1-June 30, 1996" (Appendix D), prepared by the State

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[10] *State of Nevada School-to-Careers Federal Implementation Application*, December 1996.

School-to-Careers Coordinator, provides a summary of statewide school-to-work activities for the period.

As indicated in the summary, local partnerships around the state are engaging in a variety of activities including:

- Career exploration visits to local employers such as hospitals, banks, utility companies, and hotels/resorts;
- Student career interest inventory assessments;
- Teacher externships and student job shadowing;
- Creating career planning guides and developing career information systems;
- Establishing student follow-up tracking systems;
- Classroom presentations by local business leaders on skills like teamwork, interviewing, résumé preparation, and related topics;
- Installing career centers in school libraries;
- Constructing web pages on school-to-careers and work issues;
- Hiring school-to-careers coordinators;
- Forming school-site enterprises;
- Teaching formal courses in career choices; and
- Holding business-education summits.

While not all of these activities are undertaken by each partnership, most are engaged in multiple approaches to help students with skills development and career selection.

CONCLUSION

School-to-careers is a comprehensive approach to educational reform aimed at providing students with the knowledge and skills necessary to make a successful transition from school to work. Systems that combine academic study and work experience are developing in every state.

The Legislature laid the foundation for Nevada's School-to-Careers system in 1995 through enactment of Assembly Bill 303. Nevada is one of the few states in which the development and implementation of such a system involves the Legislature, executive branch agencies, local education agencies, colleges and universities, and the business community. The state agencies responsible for overseeing this system have obtained a multi-year, multi-million dollar federal grant to expand existing programs and services. Continuing state funding for increased school-to-work opportunities for students has been requested by the Governor.

The goal of school-to-careers in Nevada is to provide school- and work-based education to all students who wish to participate. A wide range of programs and services are currently available through local partnerships throughout Nevada, composed of schools, colleges, and businesses.

Recent national studies of the education and employment difficulties faced by America's youth point to the need to better prepare students not only for jobs, but also for continuing education throughout their lifetimes. While state school-to-careers programs alone will not solve all the problems with the current education system, such initiatives may improve the chances of obtaining a good job or successfully completing postsecondary education for many students.

Congress intends for federal involvement in school-to-careers to be limited. This will leave the long-term responsibility for program continuation in the hands of state policymakers and business leaders.

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APPENDIX A

Nevada's School-to-Careers Statutes
(*Nevada Revised Statutes* 364A.151, 388.367, and 388.368)

364A.151 Exclusion of hours from calculation for employment of pupil as part of program that combines work and study. If a business employs in a calendar quarter a pupil as part of a program supervised by a school district which combines work and study, the business may exclude the total number of hours worked by the pupil in that quarter, and an equal number of hours worked by one full-time employee or one part-time employee in that quarter, in calculating the total number of hours worked by all employees pursuant to NRS 364A.150.

(Added to NRS by 1995, 411)

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388.367 Fund for improvement of occupational education.

1. There is hereby created in the state treasury the fund for the improvement of occupational education to be administered by the state board of education. The interest and income earned on the money in the fund, after deducting any applicable charges, must be credited to the fund.

2. Money in the fund must be used for the program to provide pupils with the skills to make the transition from school to work adopted pursuant to NRS 388.368.

3. Money in the fund must not be:

(a) Considered in negotiations between a recognized organization of employees of a school district and the school district; or

(b) Used to reduce the amount of money which would otherwise be made available for occupational education in the absence of this section.

4. The state board of education shall establish annually a basic allocation of $25,000 to each school district and community college whose application to participate in the program adopted pursuant to NRS 388.368 is approved by the state board of education. The remaining money must be allocated to:

(a) School districts with approved applications in proportion to the total number of pupils enrolled in grades 7 through 12, inclusive, within the district on the last day of the first month of the school year preceding the school year for which the money is being provided; and

(b) Community colleges with approved applications in proportion to the total number of full-time students enrolled on October 15 of the school year preceding the school year for which the money is being provided.

(Added to NRS by 1991, 2086; A 1995, 1954)

388.368 Program to provide pupils with skills to make transition from school to work: Objectives; eligibility for participation and funding; report.

1. The state board of education shall adopt a comprehensive program to provide pupils with the skills to make the transition from school to work. The state board of education shall develop, implement and review the program with the assistance of the assisting agencies and the business community that will be included in the partnerships established pursuant to paragraph (a) of subsection 3.

2. The program to provide pupils with the skills to make the transition from school to work must be designed to achieve the following objectives:

(a) To provide all pupils with an equal opportunity to learn about and explore various career options before the completion of middle school.

(b) To provide career counseling for all pupils during the 9th and 10th grades.

(c) To provide all pupils with an equal opportunity to achieve high academic standards and to obtain training in occupations that earn high wages.

(d) To strengthen and expand existing technical and vocational education programs adopted pursuant to the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. §§ 2301 et seq.).

(e) To adopt a system for issuing certificates of technical or vocational proficiency.

(f) To adopt a curriculum and a system to allow pupils and students to participate in educational activities in the workplace.

(g) To provide all pupils with programs of job training and placement or programs for preparation for postsecondary education during the 12th grade.

(h) To strengthen the relationship between the business community and school districts to promote job training and internships.

(i) To encourage statewide participation in the program.

(j) To meet the continuing educational and developmental needs of teachers and employees of the school district.

(k) To adopt a process to evaluate the program and to integrate improvements into the program.

3. To be eligible to receive funding for and to participate in the program established pursuant to this section, a school district or a community college must submit to the state board of education an application that includes:

(a) A description of the partnership between the school district or community college and the business community that will be established to carry out the program adopted pursuant to this section. The partnership must consist of employers, representatives of local educational agencies, local postsecondary educational institutions, representatives of labor organizations, pupils, parents and persons representing rehabilitation, employment and training services.

(b) A plan that describes how the partnership will carry out the objectives of the program, including specific requirements for periodic review and approval by the

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members of the partnership representing the business community of the means of obtaining those objectives. The members of the partnership who perform the periodic review shall make a determination of whether the program is actually improving the participants' skills to make the transition from school to work. The members of the partnership who perform the periodic review must include employers who are likely to hire pupils who complete the program as well as other employers who are active in the establishment of programs for job training and placement.

(c) A description of an annual evaluation to be conducted by the partnership and used to measure the success of the program. The results of the evaluation must be submitted to the state board of education and contain specific comments from the members of the partnership representing the business community regarding the effectiveness of the program in producing pupils who are ready for employment in the workplace.

(d) Other information the state board of education may require to determine the eligibility of the school district to participate in the program.

4. The state board of education, after consultation with the assisting agencies, shall submit a report containing its findings, conclusions and recommendations regarding the program adopted pursuant to this section to each session of the legislature.

5. As used in this section, "assisting agencies" means the commission on economic development, the department of employment, training and rehabilitation, the welfare division of the department of human resources, the department of information services, the state industrial insurance system, the division of state library and archives of the department of museums, library and arts and the University and Community College System of Nevada.

(Added to NRS by 1995, 1952)

APPENDIX B

School-To-Careers Initiatives in Western States

School-to-Work Initiatives in Western States

(Organized by origin of the program)

	STATE LAW	ED. DEPT.	DISTRICT	FEDERAL	OTHER	# States
School to Work System	NV, OR, WA	AK, CA, HI NV, NM, UT WY	CA, MT, NV NM, UT	AK, AZ, CA CO, HI, ID NV, NM, WY	CA, HI, ID, NV, NM	13
Cert. of Initial Mastery	OR, WA	CA, NM, UT	UT		WA	5
Cert. of Advanced Mastery	OR, WA				CA	3
Other skills guarantee prog.		CA	CA		CA, ID	2
2+2/Tech Prep.		AK, CA, HI, MT, NV, NM, OR, UT, WY	CA, MT, NV, UT	AK, AZ, CA CO, HI, ID MT, NV, NM OR, WA	ID	1
Career Academies	CA	CA, HI, NM UT	CA, MT, NV, NM, UT		NM	6
Youth Apprenticeships	NV, OR	AZ, CA, NV, NM, UT	CA, NV, NM, UT	CA, ID, NV	ID, NM, WY	8
Cooperative Education	CA, NM	AZ, CA, HI NV, NM, UT WA, WY	AK, CA, MT NV, NM, OR UT, WY	CO, NV	CA, NM, ID	13

School-to work System: A comprehensive, systemwide commitment to transition K-12 education to work

Cert. of Initial Mastery: A certificate awarded before traditional high school graduation based on a rigorous general education program which includes academic and basic employability skills

Cert. of Advanced Mastery: A secondary school program reflecting competency beyond the Certificate of Inital Mastery, focusing on career pathways

2+2/Tech Prep: Programs with 2 years high school and 2 years post-secondary instruction to prepare students for range of occupations within one industry

Career Academies: Often a school-within-a-school where instruction focuses on a single industry

Youth Apprenticeships: Structured learning experiences at worksites

Cooperative Education: Paid and unpaid work-based learning in specific occupations, usually taking place in 11th and 12th grades

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APPENDIX C

State of Nevada Performance Agreement Matrix

State of Nevada
Performance Agreement Matrix

March 31, 1997

Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Governance / Accountability 1. State/Regional/Local [Who's in Charge / Structure]				
State - Governance	Appoint Workforce Development Board) pgs 8 & 27)	Through Executive Order of Governor (pg. 27)	Workforce Development Board is appointed	Governor / September '96
	Establish Management Plan - includes STC Council & regional and local structures (pgs 5 & 44-46)	STC Council membership is formalized (Technical Committee of WDB); Action Teams proposed (pg. 45)	STC Council nominations approved, Action Teams organizing and producing tangible results	Former Nevada Workforce Agencies STW Subcommittee / Jan. '96 ; STC Council / Jan '97
		Establish communication channels from WDB to STC Council - issues of Technical Committee	By-Laws of STC Council	By-Laws Committee of STC Council / Adopted by May '97
		STC Director responsible for carrying out expenditure requests and policies from Council	Position authorized by '97 Legislature per approval of NDE budget. Dr. Keith Rheault, continues as point of contact with National STW Office until STC Director is hired.	'97 Legislature / Anticipated July '97
	Maintain commitment of employer involvement (pg 5 & 26)	State legislation requires 51% employer membership on partnership boards, both at regional and local level	Partnerships provide membership lists and strategies for involving partners	Regional / Local Partnerships with submission of Grant applications / May & July '97

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
State - Governance (cont'd)	Maintain commitment of employer involvement (pg 5 & 26) (cont'd)	State becomes pilot site of NELC's Employer Participation Model	State STC Council in conjunction with Regional and Local Partnerships will work with NELC in recruitment strategies	Pat Stone, Executive Director, NELC / by end of Year 1
	Development of Evaluation Plan (pgs 47-48)	Through formative, outcome and impact evaluation; utilize an external evaluator (pg 48)	Measured in terms of postgraduate outcomes and progress indicators within the K-16 System (pg 48-50)	Evaluation Task Force in conjunction with STC Council / Annually
		Development of User's Manual regarding Evaluation	User's Manual completed	Evaluation Task Force / Sept '97
State - Accountability	Name person in Nevada Department of Education (NDE) responsible for Fiscal reporting	NDE Chief Accountant named who will follow DOE's funding rules and regulations	Process: NDE Accountant will provide quarterly reports to STC Council	NDE Accountant / Quarterly
	External Evaluation	Contract for continued external evaluation system, including continued development of automated data collection, reporting methodology, schedule and analysis	Based on Contract Performance Outcomes	RFP for Contract / July '97
Regional - Governance	Four Regional Partnerships with majority business Based on Community College / Tech Prep consortia (pg 5)	State STC Legislation (AB 303)	Partnerships are created per AB 303	State Legislation / '95
Regional - Accountability	Regions accountable for annual benchmarks and development of all system component and performance incentives (pg 8)	State STC Legislation (AB 303)	Through RFP Process	State Team monitors regions / Annually (Site visits scheduled one / year) Regions report to State quarterly by narrative and fiscal reports

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Local - Accountability	Local Partnerships are accountable to the Regional Partnerships based upon funded proposals	Through RFP Process	RFP Process	Regions monitor local partnerships / annually
Governance / Accountability 2. Risk Management (financial accountability, public opinion, safety)				
Safety	Provide management to maintain the system (pg 43)	Revise State Industrial Insurance System statutes for development of a new class of worker -- both for students and teachers (pg 43)	Legislative changes	'97 Legislature & STC Council / Year 1
		Establish an "employer of record" via contract with a provider for the development of an employer of record system to manage worker's compensation and liability coverage for teachers and students involved in work-based learning experiences	Based on Contract Performance Outcomes	Contract entity / RFP for Contract let by Sept 30, '97
	Provide safe & healthy work environments for students; assurances regarding safe, healthy, and bias-free work environments included in RFP (pg 37)	Students demonstrate competencies in awareness of work-related risk factors, and specific safety skills for workplace (pg 38)	Establish baseline data and benchmarks to assess the progress	State Skill Standards Action Team / to be incorporated into RFP of Year 1
		DETR assists in the development of plan for providing training to employers in all work-based activities for inclusion in the Work-based Learning Manual (pg 38)	Use check list by Implementing Entity	Regional Grantees / by end of Year 1

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Public Opinion.	Involve parents in understanding STC & how this initiative impacts their children	Draft an awareness and understanding document for state and local PTA's (use parent stakeholder survey)	Parents respond, more parents knowing & wanting student involved, baseline is established through stakeholder survey	Marketing Action Team / By end of Year 1
		Develop Speaker's Bureau (use STW kit from National Office)	Develop different message for parents	Marketing Action Team / By end of Year 1
Financial Accounting.	Provide sound management plan and fiscal framework tied to performance agreement	Internal controls developed by NDE and shared with other lead agencies and STC Council	Parallel Performance Agreement with regions	Bob Atkinson (NDE)
Governance / Accountability 3. Sustainability (Maintenance through Resources / Recognition)				
	State proposes STW funding (pg 2) (See Map - pt 1 following budget narrative)	State passage of AB 303 ($4,000,000 for '95-'96), proposed additional funding for '97-'98 (AB 191)	Legislative approval	'95 Legislature (AB 303) '97 Legislature (AB 191) / July '97
	Integrating Federal resources (pg 42); see Appendix M	Development of Resource Map showing funding relationships (pg 13)	RFP requires leveraging of all federal resources	State STC Council / Regional and Local Partnerships / Year 1

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Governance / Accountability 3 Sustainability (cont'd)	PR campaign (pg. 6-7)	Marketing Contractor will assist in the development Nevada's Speaker's Kit, PSA's, Governor's STC Excellence Award	-Based on Contract Performance Outcomes -Speaker's Kit disseminated to 4 Regional Partnerships, State Board of Education, Action Teams, STC Council, etc -PSA's aired 100 times throughout the State -Governor's STC Excellence Award annually awarded. Regional partnerships submit entry in each of categories of school-based learning, work-based learning and connecting activities.	-STC Marketing Action Team / Marketing Contractor / Year 1 -Workforce Development Board recommends winners to Governor / Year 1
	State fiscal responsibility (pg. 46)	Establishment of Memorandum of Understanding (MOU) among four lead agencies (pg. 46)	MOU developed	Lead agencies / STC Council approves / May '97
Rollout Plan				
Rollout Plan - STATEWIDE	Showcase STC progress: state, region, & local	Statewide Conference to showcase best practices and expand participation statewide	Prescribed outcomes for conference, critique by attendees	STC Council / Staff / Spring '98
Rollout Plan 1 Regional Structure	Development: Regional partners created by State STW legislation (AB 303) to implement funding and in accordance with federal planning grant			
	Implementation: Continue to further empower Regional Partnerships (pg. 5-6, 46)	RFP for federal funds reflects regional planning & coordination with locals (pg. 5-6)		RFP Task Force develops / STC Council approves / February 19, 1997

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Rollout Plan 1 Regional Structure (cont'd)	Implementation. Continue to further empower Regional Partnerships (pg. 5-6, 46) (cont'd)	State conducts Bidder's Conference for federal funds based on RFP	Regional / Local Partnerships attend and submit applications by two submission dates May 1, 1997; July 1, 1997	RFP Task Force / March 4, 1997
		-AB 303 (state funds) provided $25,000 base to each of the 17 school districts and 4 community colleges with remaining allocation based on student enrollment -AB 191 (proposed '97 state funds) allocated same as AB 303 with addition of $25,000 base to the 2 universities - Colleges of Education at UNR and UNLV -Federal implementation funds based on state formula, but allocated to regions, not individual school districts or community colleges; 10% of funds in Year 1 reserved for competitive funds	Proposals submitted and funded	Regions / Locals submit by May 1 and July 1, '97
	State Support to Regions	-Provide Technical Assistance to Regions (pg. 7) -Development and dissemination of model curricula (pg. 40)	Annual Resource Mapping	
Statewide Activities a Skill Standards - Occupational Specific	Review National Skill Standards projects (22); determine state needs, identify process for modifying to meet state needs	-Appoint Skill Standards Action Team -Select Consultant and develop workplan	Plan is formulated	STC Council & Director / July '97 Skill Standards Consultant / hired in Year 1 Coordinates Skill Standards Action Team

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
b Career Pathways	Identify career pathways (clusters) to serve as a guide for pathways development for schools	Develop model for how to align curricula with pathways and aligning articulation agreements	Develop baseline surveys to determine what exists now (i e Tech Prep, Apprenticeships); Awareness surveys of how many pathways developed	Career Pathway Action Team / Oct '97
Rollout Plan 2 Local Partnerships	Through regional partnerships & a comparable RFP process (pg 5-6, 46)	RFP provides clear expectations to regional and local partnerships re: relevant issues (pg. 6, 17, 40)	Local partnerships subgranted funds by regional partnerships	Regional partnerships / Yearly Awarded
Rollout Plan 3 Federally-funded local	N A	N A	N A	N A
Stakeholders				
Stakeholders - STATEWIDE	Statewide training and professional development	Contract with other providers to implement the NELC model	Based on contract performance outcomes	Contractor / RFP developed by Dec '97
		Educators (see pg 9 of Matrix for details)	Develop programs which integrate STC elements which show progress, i e externships, school-based learning	STC Council / Staff / Region / Spring '98
Stakeholders 1 A) Employers	Providing information and experiences to prepare students for challenging careers	NELC's Model of Employers working directly with students model	According to communication with NELC March '97, Nevada has been selected as a pilot site for the Employer Participation Model - use evaluation matrix from NELC	NELC / STC Council / Regional Partnerships - Year 1
	Partnering with teachers to improve student skills and academic performance	NELC's Model of Employers working directly with teachers; employers supporting the work of teachers		NELC / STC Council / Regional Partnerships - Year 1

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
1. A) Employer (cont'd)	Clarifying and strengthening private sector commitment to support new relationships with education	NELC's Model of Employers strengthening Business Practice	According to communication with NELC March '97, Nevada has been selected as a pilot site for the Employer Participation Model - use evaluation matrix from NELC	NELC / STC Council / Regional Partnerships - Year 1
	Working with policy makers, stakeholders and other employers to create workforce development systems	NELC's Model of Employers Building a System focused on High Standards and Global Competitiveness		NELC / STC Council / Regional Partnerships - Year 1
	Assistance in setting standards, all inclusive - skill, academic, competency certificates (pg. 29), Establish high level advocacy groups	Hire consultant on contract to coordinate the skill standards effort with assistance from NELC	Skill Standards Consultant contracted by July 1, 1997	Skill Standards Consultant working with NELC, STC Council and Regional Partnerships - Year 1
1. B) Employees	Generate, increase & maintain involvement of employees	<u>Awareness</u> -Develop Public employee awareness through utilization of State Personnel's orientation -Use employer newsletters to educate and inform employees	Through development of Speaker's Kit, brochures, etc.	Marketing Action Team / December '97
		<u>Mentoring / Work-based Learning Opportunities</u> -Development of work-based learning manual and provide training -Presentations to chambers by employees and employers who have been mentors -Presentations to association meetings	Work with chambers / associations to develop surveys to assess awareness interest and involvement	Marketing and WBL Action Teams / December '97

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD & WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
1 C) Unions	Provide union involvement in governance (Appendix J)	Membership on WDB & STC Council (Appendix J)	Designated members on WDB & STC Council	VDB & STC Council - January '97
	Unions as full partners (Negotiation Response #2)	Partnership representation; participation in work-based learning, interagency linkages, skill standards development (Negotiation Response #2)	Regional & Local Partnerships include labor representation; development of youth apprenticeship programs, interagency agreement (DOE & BAT), involvement in Skills Standards Action Team	egional & Local Partnerships - ear 1
	Generate, increase & maintain involvement of unions	Contact Education rep. At National AFL-CIO (Tony Surmount)	Expected outcomes to be specific strategies to be developed, enhanced and expanded involvement of labor	TC Council Labor Representative Kerry Trenkle) - Year 1
	Generate, increase & maintain involvement of unions (cont'd)	Integrate labor's education & training facilities, programs, standards, methodology with STC efforts in a multi-year plan	Specific benchmarks to be developed in conjunction with organized labor	TC Council Labor Representative Kerry Trenkle) - Year 1
Stakeholders: 2. Educators (includes teachers & faculty, superintendents, principals, administrators, counselors)	Generate awareness of school-to-careers components	(See PR campaign pg 5 of Matrix)	Educator surveys, both pre and post-educators, External Evaluation, Benchmark % of educators receiving training	egional / Local Partnerships / nnually per funded plan
	Increase and maintain involvement of the education stakeholders	Provide work-site experiences for teachers through externships (pg 4 & 29)		

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders 2. Educators (includes teachers & faculty, superintendents, principals, administrators, counselors) (cont'd)	Commitment to education reform (pg. 9)	Provide training in integrated curricula, project based learning and contextualized learning activities based upon high academic standards		
	Provide professional development to teachersg	Conduct professional development activities through regional conferences and school district institute days in school-based learning (pg. 6 & 22), work-based learning and connecting activities, including focus on academic teachers. Provide training for preservice teachers	-Participation in Regional Conferences -Evidence that teachers adopt curricula -Through Evaluation of Benchmark # 5: % of K-14 teachers receiving training in STC systems (refer Part 2, page 49 of Plan -Through Evaluation of Benchmark #6: % of pre-service teachers receiving training in STC systems (refer Part 2, page 49 of Plan)	
	Provide professional development to administrators	Meet with Superintendents of Schools and Principals to provide administrator awareness	-Participation in regional partnerships -Participation at regional conferences	
		Connect NV Department of Education and Vocational Rehabilitation activities through 'Systems Change' connections		

Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders: 2. Educators (includes teachers & faculty, superintendents, principals, administrators, counselors) (cont'd)	Model program dissemination (pg. 7)	Provide assistance to establish career majors / paths, school-within school structures, integration methods, work based learning in Adult Basic Education/GED (pg. 6), Showcase model programs through NV Network (pg. 7)		
Stakeholders 3. All Students	*Teachers*: Provide strategies for teacher awareness in serving all students in system-building activities at both the regional and local levels (pgs. 30-37)	Organize All Students Action Team (pg. 31) to develop strategies for monitoring inclusion	Progress reports to STC Council	Cindy Newell, DETR / November '98
		Infuse 'All Students' content into all professional development for preservice and inservice teachers (pg. 32)	Work toward developing certificates that certifies teacher competencies in serving all students	All Students Action Team / State Equity Coordinator
		Infuse STC strategies (SBL, WBL, & CA) into core course requirements which are available to all students(pg. 31)		
		Align efforts with NV 2000 Parent & Community Involvement Advisory Team to maximize student access (pg. 32)	Inclusion of STC information developed by the NV 2000 Parent & Community Involvemnet Advisory Team	NV 2000 Focus Team / Dec '97
	Students: Ensure the participation of all students in system-building activities at both the regional and local levels (pgs. 30-37)	Overcome barriers for students with disabilities. Refer to strategies listed on pgs. 32-33)	Through development of Evaluation System that will chart demographic data on STC participants	All Students Action Team, Chair, Rick Lattin

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders 3 All Students (cont'd)	*Students* Ensure the participation of all students in system-building activities at both the regional and local levels (pgs 30-37) (cont'd)	Overcome barriers for addressing drop-outs; Refer to strategies listed on pg. 33)	Through development of Evaluation System that will chart demographic data on STC participants	All Students Action Team, Chair, Rick Lattin
		Overcome barriers for academically talented students; Refer to strategies listed on pg. 34)		All Students Action Team, Chair, Rick Lattin
		Other sub-populations ; Refer to strategies listed on pg. 34-35)		All Students Action Team, Chair, Rick Lattin
	Ensure all students have a range of secondary & postsecondary options (pg. 11)	Opportunity to participate in the Career Information System (CIS)	# of schools fully instituted the CIS	School districts
		Development of career plans for all students (pg. 11)	# of school districts that have instituted careers plans	Regional Partnerships / Local Partnerships via school districts
		Through student participation in career paths (pg. 11)	Through Evaluation of Benchmark #1: % of students engaged in a career path (refer to Part 2, page 49 of Plan)	Regional Partnerships / Annual Report
		Movement toward students completing at least one community college course before high school graduation (pg 11)	Through Evaluation of Benchmarks # 2 & #3: # of students in grades 11-14 enrolled in articulated Tech Prep courses; # of students earning college credit for articulated courses (refer to Part 2, page 49 of Plan)	Regional Partnerships / Annual Report

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders 3 All Students (cont'd)	Ensure all students have a range of secondary & postsecondary options (pg. 11) (cont'd)	Movement to eliminate "general ed" academic course and replace with contextual learning courses (pg. 11); strengthening of Tech Prep connections (pg. 12); Refer to Articulation Agreements in Section 4 Stakeholders (pg. 13 of Matrix)		
	Provide methods for assisting young women	See strategies listed on pg. 35-37	Inclusion of State Equity Coordinator on STC Council and All Students Action Team (pg. 35)	Mary Katherine Moen, State Equity Coordinator, On-going
	Provide methods for serving students in rural communities (pg. 37)	Through Regional Partnerships, technical assistance will be provided to rural areas (pg. 37)	RFP will include criteria for serving rural students	Regional & Local Partnerships / June '98
		Development of school-based enterprises and rural / urban students exchange internship programs (pg. 37)	# of school-based enterprises developed; # of students participating in exchange program -- Year 1 to use as measurement to assess progress in Year 2	Regional & Local Partnerships / June '98
	Provide methods for serving students in rural communities (pg. 37) (cont'd)	Development of NV Net and distance learning network for rural students (pg. 37); Development of E-Mail Mentoring Program	# of sites connected to NV School Network; # of sites (career centers) participating in E-Mail Mentoring Program	NDE Technology Team Regional & Local Partnerships / Spring '98
Stakeholders 4 Postsecondary Institutions	University and Community College System of Nevada (UCCSN) is one of the four lead agencies (pg. 27 & 45)	In rural regions, community colleges provide leadership & coordination	Active rural regional partnerships	Community colleges / May '97

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders 4 Postsecondary Institutions (cont'd)	University and Community College System of Nevada (UCCSN) is one of the four lead agencies (pg 27 & 45) (cont'd)	Through regional partnerships which are based on community college service delivery areas, articulation agreements will be coordinated	# of articulation agreements	STC Council UCCSN representatives / Statewide Tech Prep Coordinator / Regional Partnerships / Baseline established in Summer '97
		Provide credit to teachers for participation in externships (pg 4)	UNLV / UNV assess positive impact of externships	UNR /UNLV professors thru STC UCCSN representatives / Regional Partnerships / June '98
		Use rigorous academic standards as basis for integrated curricula units (i.e. contextualized learning) which meets UCCSN requirements (pg 19)	On going	Cliff Ferry, UCCSN, Board of Regents, State Board of Education
		Provide statewide training to preservice teachers on STC concepts (i.e. SBL, WBL, CA) (pg 6)	See Page 10 of Matrix	
Stakeholders 5 Tie-in to related systems -Federal -State -local, including community initiatives	Ensure coordination and integration with existing federal and state education and training programs and resources (pg 12)	Programs are operated directly by or contracted through various members of STC Council (pg 12-13)	State held accountable by the federal STW office, Regions held accountable by state accountability process	-Fed's - Quarterly Reports / Annually -State - Quarterly Reports / Annually

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Key Management Issues	Scope of Work: State Objectives from Proposal and Negotiation Responses (WHAT)	State-Specific Strategies (HOW)	State-Specific Measures (HOW GOOD or WILL KNOW)	Responsibilities / Time frames (WHO / BY WHEN)
Stakeholders 5. Tie-in to related systems -Federal -State -local, including community initiatives (cont'd)	State funding (AB 303 '95, AB 191 '97) pg 2	Federal RFP requires coordination of state funding leveraging federal dollars (pg 13)	Through RFP Review Process of Regional Applications	Merit Review Team / May & July '97
	Connecting activities to provide function link between school & work activities and educators & employers (pg 22)	Coordinate job placement, continuing education, or further training assistance (pg 23)	State held accountable by the federal STW office, Regions held accountable by state accountability process	-Fed's - Quarterly Reports / Annually -State - Quarterly Reports / Annually

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APPENDIX D

School-To-Careers Report: January 1-June 30, 1996

SCHOOL-TO-CAREERS REPORT
January 1-June 30, 1996

The following report reflects partnership activities from January through June 1996. Many partnerships had just organized, developed local and regional plans and began implementing many of the School-to-Careers activities. This report indicates efforts by the partnerships to develop a School-to-Careers system following the objectives as set forth in Assembly Bill 303. Listed here are just a few examples of successful activities completed by each partnership.

WESTERN REGION: ***Consists of Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, Storey counties and Western Nevada Community College. All of these counties have local partnerships established.***

Carson City Partnership

- Approximately 525 sophomore students went on career exploration visits to area business and industry sites representative of each of the five high school career paths.

- Twenty-five teachers and counselors were matched with employers for 90 hours of work, shadowing and exploration. Teachers' comments reflected an increased awareness of the needs of business and industry and an intention to begin to modify their teaching methods and content to incorporate those needs.

Churchill County Partnership

- Developed marketing strategies for School-to Careers and a Career Speakers Bureau.

- A full-time School-to-Careers Coordinator was hired.

- Pilot class of a combined English and School-to-Career course for juniors and seniors was conducted. The focus of this course is to assist students in the development of portfolios, interviewing techniques, confidentiality, how to properly conduct oneself in the workplace, job shadowing and mentoring.

- Seventh and eighth grade students completed interest inventory assessments. In addition, career exploration software will be installed on the new computers purchased for the junior high and high school. During the summer school session, seventh and eighth grade students toured the local hospital.

Douglas County Partnership

- A full-time School-to-Career Facilitator for Douglas High School and a half-time School-to-Career Facilitator for Whittell High School was hired.

- Several teachers participated in the externship program. As a result teachers indicated that they obtained useable up-to-date information about specific career fields that would be shared with their students.

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- Planning guides and career folders were used at both high schools. The planning guides provided information to students and parents about their school opportunities. In addition high school students went on career exploration visits to area business and industry sites.

- The Career Information System was purchased for elementary computer labs and is scheduled to be installed this year.

- A task force of business people is working on developing an Employer Manual describing the intern and cooperative education system in the district.

Lyon County Partnership

- Sophomore students, teachers and counselors visited area businesses to better appreciate the critical role education plays in the "real world."

- All June graduates were assessed with a basic verbal and basic math test meaningful to business in order to establish baseline data and to identify areas for review and improvement in the future classes.

- Select teachers and counselors received training in new curricula targeted for Fall 1996 involving ninth grade students in a semester career course and eleventh grade students in a life skills course.

- The Career Center at each high school was funded for updated computer equipment, software, and reference material.

- All June graduates were enrolled in a follow-up tracking system (associated with the five year reunion) which will enable the District to identify actual career choices and post-secondary educational pursuits undertaken by Lyon County graduates as well as the graduates' perception of how well the schools prepared them for work.

Mineral County Partnership

- Mineral County High School sponsored Career Day/Alumni Week. Students in grades seven through twelve had the opportunity to discuss career opportunities with twenty-five exhibitors.

- Summer school was offered to all high school students with the opportunity for students to earn one and one-half credits. During summer school, several employers presented information on teamwork, employee skills, interviewing, resume preparation and other topics. Every student participated in mock interviews with two employers.

- High school teachers participated in a Total Quality Management workshop.

- Eight teachers participated in a 90-hour Teacher Externship Program sponsored by UNR where teachers were matched with various employers to gain work-related experiences.

Pershing County Partnership

- The high school is implementing a block schedule that will allow for half-day work based experiences.

- A Career Center is being installed in the library of the high school.

- Western Nevada Community College in Fallon, Pershing County School District and two S-T-C partnerships applied for and received grant funds to develop long term professional development goals for the district and to provide stand alone one-credit courses that will be telecast from Fallon to Lovelock and Hawthorne and other participating communities.

Storey County Partnership

- A course for juniors and seniors entitled "World of Work" was piloted during the spring semester. This course has been approved by the School Board of Trustees for juniors and seniors. Plans are to continue to pilot the course during the '96-'97 school year for freshmen and sophomores.

- A web page was established by students from the Storey County School District to provide information on school-to-career/work issues.

Western Nevada Community College

- WNCC will be the regional resource for the seven local partners.

- WNCC in cooperation with J.O.I.N. and the Carson City Employment Security Office developed a program to meet the needs for a large group of dislocated workers that included minority populations.

- WNCC became the focal point for articulation concerns expressed by the Western Nevada Regional Partnership. A meeting was held in August for all eleven high schools in the service area to discuss articulation matters.

NORTHEASTERN REGION: ***Consists of Elko, Eureka, Humboldt, Lander, White Pine counties and Great Basin College.*** All program activities are managed by the Northeastern School-to-Work Partnership.

Elko County Partnership

- A School-to-Work Coordinator was hired by the Elko County School District. She assisted in conducting mock interviews for students at Spring Creek High School; job shadowing for students at Carlin High School; summer work experience for students at Elko High School, Spring High School, and Carlin High School.

- An application format was developed for school site enterprises and schools are currently submitting applications for implementation during the Fall of 1996.

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- The CAPS, COPS and COPE tools to determine interest, aptitude and ability were administered to students at Elko High School, Spring Creek High School, Elko Junior High School, Spring Creek Junior High School and Carlin Combined School.

Eureka County Partnership

- A career center with the "Enter Here" program has been installed at the high school.

- All sophomore students participated in a job shadowing experience with selected businesses in Elko, Reno, Fallon and the surrounding areas. In addition, students had the opportunity to explore career pathways.

- All juniors were provided with career development and shadowing experiences. It is planned that all juniors will participate in a Junior Roundtable during the 1996-97 school year.

Humboldt County Partnership

- At Lowry High School a new career center was established and equipment was purchased to improve the Applied Biology/Chemistry class. The following applied academic courses scheduled for next year are: Applied Physics, Applied Chemistry, Applied Math 1, Applied Math 2, Applied Communications, and Communications 2000.

- At the McDermitt schools, all sixth grade students participated in Quest, study skills, and "Here's Looking at You 2000." Junior and senior students had the opportunity to attend the Winnemucca career fair.

- The Winnemucca J. O. I. N. office conducted assessments for Lowry High School and McDermitt High School students. School counselors or J. O. I. N. officers conducted test feedback and career choices forecasting with all students Files or portfolios were established for all students to be used at registration and/or career development activities.

Lander County Partnership

- All eighth grade students participated in job shadowing experiences with selected businesses. In addition, the eighth grade students participated in CIS activities, Quest and skills programs.

- The "Discovery" program was purchased and will be utilized by high school students during the 1996-97 school ye. r.

- A portfolio development workshop for the junior high school staff has been planned. All sixth, seventh, and eighth grade students will be expected to develop portfolios during the 1996-97 school year.

White Pine County Partnership

- All ninth grade students were assessed by the J. O. I. N. office on the CAPS, COPS, and COPES instruments. Students were briefed on the results and taught a nine-week career choice unit by high school teachers.

- The career choices course was taught to ninth and tenth grade students. It is planned that units on workplace readiness and applied economics will be taught to sophomore students during the 1996-97 school year. Applied academic courses that will be taught during the 1996-97 school year include the following: Applied Communications 1 and 2, Applied Mathematics, Applied General Mathematics, Applied Algebra, Principles of Technology, Applied Economics, and Applied Biology/Chemistry.

- The English department will establish portfolios for junior and senior students during the 1996-97 school year.

Great Basin College

- A Regional School-to-Work Coordinator was hired and provides services for Lander, White Pine, Eureka, and Humboldt counties. In addition, the Regional School-to-Work Coordinator works with the Elko County School-to-Work Coordinator to provide services for the Northeastern Nevada Partnership.

- Interviews were conducted with over 40 Elko area businesses during the spring semester. Three large employers expressed an interest in developing workplace literacy classes for employees. In addition, other training interests and needs were revealed and Great Basin College will investigate how to address those interests and needs.

SOUTHERN REGION: ***consists of Clark, Esmeralda, Lincoln, and Nye counties and the Community College of Southern Nevada.*** Due to the remote location of Esmeralda, Lincoln and Nye local partnerships may or may not exist. Many of the activities for the rural counties have been enhanced due to the association with partners from the Clark County area. All program activities are managed by the Southern Region School-to-Work Oversight Committee.

Esmeralda County

- All sixth through eighth grade students participated in a four-day career observation field trip to Las Vegas where students were given an overview of the career opportunities at over 20 businesses, such as Valley Hospital, LV Water District, First Interstate Bank, Nevada Power, The Mirage Hotel, just to name a few. Additionally, students were given tours of UNR and CCSN.

- Sixth through eighth grade students participated in a one-day workshop in Tonopah. Local merchants gave presentations on how to interview for a job and preparing a resume.

- Equipment was purchased to establish career centers districtwide at Silver Peak, Goldfield and Dyer.

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Nye County

- STW was piloted at Pahrump Valley High School where their activities were career education based. Materials were purchased to provide resources for all teachers & counselors for use in a variety of school settings--classrooms, career center, school library and guidance office. ENTER HERE videotapes provide an audiovisual encyclopedia of job opportunities for all students at Pahrump Valley High.

- Last April, all students at Pahrump Valley High School participated in a half day career fair at the school

- Over 150 juniors and seniors from Pahrump Valley High School participated in a field trip to tour the Community College of Southern Nevada.

- During the 1995-96 school year, 23 guest speakers gave presentations on careers and occupations to the senior government class.

Lincoln County

- Career centers were established at Pahranagat Valley High School and Lincoln County High School that provided all students access to the newest information concerning career choices.

- A school based enterprise was established in tire care maintenance for the community. Students were trained in the use of a tire-wheel balancer and procured job requests within the community. When work was completed, invoices were presented for payment and payment was received for services rendered.

- Over 100 students from Pahranagat Valley High School participated in a Career Day that included presentations from business representatives from the Southern Nevada STW Oversight Committee -- many who are from the Las Vegas area. Workshops were provided on various career opportunities available in today's workplace.

- Over 15 students participated in a national soils/range competition. Numerous companies and their representatives worked with the students educating them in land management and other related areas.

- An in-service day was held at the Community College of Southern Nevada for 40 teachers and 4 administrators to discuss School-to-Work philosophy. Tours of the facility were provided to make the teachers and administrators aware of the program offerings at CCSN.

Clark County

- Minimum Career Resource Center Standards were established for middle and high schools; each school assessed their current status against standards; materials were identified for purchase near the end of the school year.

- An Exploratory Work Experience Course was developed/approved, in particular, to meet needs at Alternative and Rural Schools.

- Over 70 teachers & counselors participated in a teacher summer externship program sponsored by UNLV during the summers of '95 and '96. The externs (both occupational and academic) spent three weeks working in a wide variety of businesses and organized labor organizations in the Las Vegas area.

- Twenty-four high schools in Clark County implemented school-to-work activities involving some 2,652 students and 464 business employees. Some of the approved activities included: community service, expanded cooperative work experience, exploratory work experience, job coaching for special population students, mock job interviews, school-based enterprises, student internships, student and staff job shadowing. Approximately $400,000 from AB 303 funds were expended to conduct these activities.

Community College of Southern Nevada

- Over 550 students in 9th and 12th grades from various Clark, Esmeralda, Lincoln and Nye high schools visited CCSN as part of a career exploration activity.

- A 36% increase in Tech Prep enrollment was noted as more high school students became enrolled in articulated classes primarily due to the change in procedure for receiving credit. More than 800 students are eligible for college credit.

- Twelve faculty members participated in job shadowing experiences during the Summer '96 and revised their course syllabi to infuse business practices with subject matter.

- An ESD Employment Services Coordinator is located on CCSN campus. The DETR computer link has been established which provides assistance in developing a data base for tracking currently employed CCSN graduates so that employers may be surveyed to assess the preparation and performance skills of recent CCSN graduates.

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WASHOE REGION: ***K-16 Council's School-to-Careers Partnership consists of Washoe County and Truckee Meadows Community College.*** The Washoe County Partnership's leadership comes from the K-16 Council, a collaborative group of business leaders, educators at the secondary and postsecondary level, as well as community-based organizations. Washoe's approach to School-to-Careers is that of a total seamless education for all students in the K-16 system. Truckee Meadows Community College's program of activities is managed by this same Council.

- A Business/Education Summit was held to discuss concerns, educational goals and how they can work together. Approximately 175 educators and 75 business representatives were in attendance.

- Career Opportunity Centers were created in seven of the ten high schools in WCSD. These centers will provide a continuum of services to all students. Additional funds supported the creation of a Career Opportunity Center at TMCC along with the development of a web page at UNR. All centers are planned to be networked. Representatives from the centers have been meeting on a regular basis.

- Over 600 middle and high school students participated in a half day career exploration activity that occurred at numerous business locations, as well as UNR and TMCC.

- The Grades Attendance and Conduct Count program was established to help students realize that their behavior, attendance and grades in school count when looking for employment. A portfolio was developed titled :Blueprint to Your Future" which is being piloted at Reed High School.

- TMCC will pilot a program where program participants (those adults who enroll directly at the college through the expanded Career Opportunity Center, and later those WCSD students who "transition" to college) will be assessed and a career plan established. Employment will be guaranteed for those in the program who attain a certificate of competency.

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